

# Inspection of a good school: Carr Manor Community School

Carr Manor Road, Leeds, West Yorkshire LS17 5DJ

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Inspection dates:

15 and 16 November 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Exceptional does not do this school justice. The school is a community by name and by practice. From the youngest to oldest pupils, all are excellent ambassadors for the school. All are proud to be a part of this aspirational, inclusive and outward-looking school.

Ambitious standards are part of the mindset of the pupils and staff in everything they do. Relationships provide the bedrock for the excellent attitudes and outcomes that pupils achieve. Classrooms are calm, exciting and engaging. All staff love to share their subject expertise with pupils. All in this community inspire each other to be the best that they can be. The school is tireless in its approach to creating an environment where bullying is not tolerated.

The school is much more than the classroom. An open-door policy for all pupils exists in relation to the 'flexible learning' offer. The activities range from craft, music, sports and charity work, which go beyond any traditional offer. Participation rates in extra-curricular activity are high and improve year on year. Pupils are clear that if they want it and it does not exist at Carr Manor, then leaders will find a way to make sure that it does happen.

Carr Manor is a through school in the truest sense. The youngest pupils engage and work well with the eldest. The school has an on-site specially resourced provision for pupils with special educational needs and/or disabilities (SEND). Pupils taught in this provision are fully integrated into the whole school offer. The pupils and staff work hard to make sure individuals feel valued and part of this large family.

## **What does the school do well and what does it need to do better?**

The school has a universal approach to working together. The pupils and staff have the firm belief that when you connect with each other you can achieve wonderful things. The curriculum offer ensures that this becomes a reality for all pupils. A carefully thought-out curriculum is in place. The school successfully supports pupils with SEND to access the curriculum. These pupils enjoy being part of the school community. The staff know their pupil's needs well and, as result, help empower the pupils to achieve their aspirations for the future. Teachers are experts in nurture and care.

Staff embrace the diverse community that the school serves. This diversity is celebrated throughout the curriculum offer and through events such as the school's 'one world day'. They use leaders' strategies, such as the 'learning line', well, and as a result, staff and pupils know the 'what, when, why and how' in every subject.

Pupils have curious and inquisitive minds. This provides a springboard to knowing and remembering more as they progress through school. In the early years, a welcoming environment is in place. Staff in this phase engage in meaningful conversations with children. All pupils throughout school share views in a respectful and polite manner. Leaders value pupil voice and ensure that it affects change. Pupils asked for improvements with transport to and from the school. They met with the bus company, and now their suggestion of a regular driver who they can get to know is in place.

Reading has the highest of priorities in school. The whole-school community see reading as the key that unlocks learning potential. Those pupils who are in the earliest stages of reading have intensive support. This helps them quickly grasp the sounds that they need to be able to read with accuracy and speed. The reading curriculum is diligently planned and does not sit in isolation from other subject areas. It is seamlessly woven into the school's curricular offer. For example, pupils in history read fiction and non-fiction articles that support their appreciation of contrasting times in the past.

Pupils of Carr Manor conduct themselves in a way which staff and families should be proud of. They embrace the opportunities that the school offers and value the support, care and guidance that staff offer. Pupils support one another well. Pupils are able to take on the role of restorative practitioner, this complements leaders' wider approach to behaviour resolution. Pupils are trained to support their peers if they are struggling to self-regulate. Pupils find this role extremely rewarding.

Every member of staff in the school is pupil facing. All have responsibility for coaching a group of pupils. These sessions are discussion based and strategically placed throughout the week for maximum impact. Staff are able to guide, support and help pupils in times of need.

The school is outward looking. They embrace collaboration with other schools, universities and research organisations across the country. The governors have high aspirations for pupils and staff. They have the knowledge, experience and energy to keep the vision for their school alive. Senior leaders have integrity. They value kindness and have the support of the staff body.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	108059
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10289967
<b>Type of school</b>	All-through
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,483
<b>Of which, number on roll in the sixth form</b>	None
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Tidswell
<b>Principal</b>	Lucie Lakin
<b>Executive Principal</b>	Simon Flowers
<b>Website</b>	<a href="http://www.carrmanor.org.uk">www.carrmanor.org.uk</a>
<b>Date of previous inspection</b>	26 June 2018, under section 8 of the Education Act 2005

## Information about this school

- The school uses three unregistered providers.
- The school has an on-site specially resourced provision for pupils with SEND. The provision supports pupils with autism.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, English, modern foreign languages, and history. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- Meetings were held with the executive principal, principal, governors, senior leaders, the SEND coordinator, subject leaders, teachers and a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The responses to Ofsted's surveys for pupils, staff and parents were also considered.

### **Inspection team**

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